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National Youth-At-Risk Conference

32nd Annual NYAR Conference- Virtual (March  
8-10, 2021)

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Mar 8th, 7:00 AM

## 32nd Annual National Youth-At-Risk Conference Program

NYAR Conference

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32nd Annual  
**NATIONAL YOUTH-AT-RISK CONFERENCE**  
Virtual | March 8-10, 2021



## Helping Adults Serve Youth

Hosted by the College of Education at Georgia Southern University





# WELCOME

## Dear Conference Attendees:

Over the past year, we have all faced circumstances that have tested and strengthened our commitment to advocating for the safety and well-being of all children and adolescents.

When faced with the decision to safely hold the conference virtually or not host the conference at all, it was an easy decision to go virtual. Since the conference is known for sharing beneficial information that is helpful to practitioners working with youth across the country, we did not want to miss an opportunity for these crucial advocates to come together to share their experiences and knowledge.

Thank you for your dedication to the youth you serve and your commitment to being change agents within your community.

We look forward to growing this community and seeing you all in-person in 2022!



**Dr. Alisa Leckie and Dr. Taylor Norman**

Co-Chairs of the NYAR Conference

College of Education, Georgia Southern University

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## Thanks to the 2021 Planning Council!

**Demitri Camperos**

Georgia Southern University

**Tammy Davis**

Bulloch County Public School System

**Dr. Roenia Deloach**

Savannah State University

**Dr. Mary Felton**

Evans County Public Schools

**Dionne Gamble**

Emmanuel County Public Schools

**Dr. Irma Gibson**

Florida Agricultural and Mechanical  
University

**Dr. Deidre Grim**

Healthy Savannah/YMCA of Coastal  
Georgia

**Dr. Marilyn Hutchinson**

Liberty County Public Schools

**Dr. Anne Katz**

Georgia Southern University

**Paula Kreissler**

Healthy Savannah

**Dr. Deborah Mangum**

Bradwell Institute Liberty County Schools

**Dr. LindaAnn McCall**

Georgia Southern University,  
Armstrong Campus

**Dr. Sandra Nethels**

Effingham County Board of Education

**Jacquelyn Ogden**

University of Georgia  
Cooperative Extension Chatham County

**Dr. Alexandra Reyes**

Georgia Southern University

**Mary Robbins**

Screven/Jenkins Co. Dept. of Juvenile  
Justice

**Dr. Jacqueline Smart**

Savannah Chatham County Public School  
System

**Carol Solomon-Jenkins**

Duval County Public Schools

**Jason "Mike" Stubbs**

Educational Consultant

# CONTINUING EDUCATION UNITS

**This program has been approved by the following:**

## Counselors

### LPCA



Approved for up to 15 contact hours of continuing education by the Licensed Professional Counselors Association of Georgia  
(LPCA CE Approval #2020-12-15-261C)

## Marriage and Family Therapists

### GAMFT



Approved for up to 15 CORE continuing education contact hours for Licensed Marriage and Family Therapists by the Georgia Association for Marriage and Family Therapy  
ID #153-2020

## Social Workers

### NASW



Approved for up to 15 Related hours of continuing education credit by the National Association of Social Workers- Georgia Chapter as authorized by Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists

## Other Professions

### General Continuing Education Credit

Conference participants are eligible for up to 1.50 continuing education units (CEUs) for 15.0 hours of participation through the Division of Continuing Education at Georgia Southern University

**Make sure to attend live sessions for full CE credit**

**While recordings of some individual sessions will be made available post-conference, credit and training hours will only be awarded for sessions attended during the live event.**

# #FromYourAnywhere



# SCHEDULE AT A GLANCE | HOW TO ACCESS SESSIONS

## Schedule at a Glance

### Monday, March 8

8:30-10:00 a.m.	Welcome and Keynote Presentation Eric Rowles, "GAME ON: Get Ready, Get Set... Get Going" PG. 9
10:00-10:20 a.m.	Session Change • Exhibitor Appointments
10:20-11:20 a.m.	Session One PG. 9
11:20-11:40 a.m.	Session Change • Exhibitor Appointments
11:40 a.m.-12:40 p.m.	Session Two PG. 11
12:40-2:00 p.m.	Break for Lunch
2:00-3:00 p.m.	Session Three PG. 13
3:00-3:20 p.m.	Session Change • Exhibitor Appointments
3:20-4:35 p.m.	<b>Keynote Presentation</b> Keith Brown, "The Task Behind the Mask: Innovative Strategies for Being Close at Heart with Our Youth While Practicing Social Distancing" PG. 15
4:35-5:35 p.m.	Meet Our Sponsors + Exhibitors

### Tuesday, March 9

8:30-9:45 a.m.	Welcome and Keynote Presentation Katie Greer, "Parenting Digital Natives: What's New, What's Now, What's Next?" PG. 16
9:45-10:05 a.m.	Session Change • Exhibitor Appointments
10:05-11:05 a.m.	Session Four PG. 16
10:05-11:25 a.m.	Session Change • Exhibitor Appointments
11:25 a.m.-12:25 p.m.	Session Five PG. 18
12:25-1:40 p.m.	Break for Lunch
1:40-2:40 p.m.	Session Six PG. 20
2:40-3:00 p.m.	Session Change • Exhibitor Appointments
3:00-4:00 p.m.	Session Seven PG. 23
4:00-4:15 p.m.	Break
4:15-5:00 p.m.	Poster Session PG. 25

### Wednesday, March 10

8:30-9:45 a.m.	Welcome and Keynote Presentation Rajni Shankar-Brown, "EducaSUN: Replenishing Our Spirits and Advancing Justice" PG. 27
9:45-10:05 a.m.	Session Change • Exhibitor Appointments
10:05-11:05 a.m.	Session Eight PG. 27
11:05-11:25 a.m.	Session Change • Exhibitor Appointments
11:25 a.m.-12:25 p.m.	Session Nine PG. 29
12:25-1:40 p.m.	Break for Lunch
1:40-2:40 p.m.	Session Ten PG. 31
2:40-3:00 p.m.	Session Change • Exhibitor Appointments
3:00-4:00 p.m.	Session Eleven PG. 33

## Strand Icon Guide

Strand icons indicate the focus of each session



### HEAD

Academic Achievement & Leadership



### HEART

Social & Emotional Skills



### HANDS

Safety & Violence Prevention



### HEALTH

Mental & Physical Health



### HOME

Family & Community Engagement



### FEATURED SPEAKER

## How to Access Sessions



### Choose a Session

From the conference event website, navigate to the "Schedule" tab and select the day to see that day's sessions.



### Click Join Session

To join a live session, click the "Join Session" button beneath the session title. Please note: Session waiting rooms will open 15 minutes before the listed start time.



### Launch Zoom

Enter your personal information and click the url to join your session.

# zoom

Install the latest version of Zoom to  
access all sessions and breakout rooms.

## SPONSORS | EXHIBITORS

### Thank you to our Sponsors!



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**Thank you to to George Miller for our program cover art!**

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### Visit our Exhibitors!

Thriving YOUNiversity

Leading to Change

Social Solutions

2020 Enterprises

The Cambio Group

Colorado School District 49

kid-grit

Hustle University

Gardner-Webb University

Hope 4 The Wounded

Rock In Prevention- Rick Digi

Protect Young Minds

Joe Johnson Group

The Walking Classroom Institute

# #FromYourAnywhere

# KEYNOTE PRESENTERS | CONFERENCE WORKSHOPS

## Keynote Presenters



**Eric Rowles, MS, Leading to Change**  
“GAME ON: Get Ready, Get Set... Get Going”  
Monday, March 8, 2021

PG. 9



**Keith Brown, BA, 2020 Enterprises**  
“The Task Behind the Mask: Innovative Strategies for Being Close at Heart With Our Youth While Practicing Social Distancing”  
Monday, March 8, 2021

PG. 15



**Katie Greer, MS, KL Greer Consulting**  
“Parenting Digital Natives: What’s New, What’s Now, What’s Next?”  
Tuesday, March 9, 2021

PG. 16



**Rajni Shankar-Brown, PhD, Stetson University**  
“EducaSUN: Replenishing Our Spirits and Advancing Justice”  
Wednesday, March 10, 2021

PG. 27

## Conference Workshops



**Summer Pannell, PhD, CAA, Stephen F. Austin State University**

**Juliann McBrayer, EdD, Georgia Southern University**

“Foundations of Restorative Discipline: A Relational Approach to Building Community and Addressing Student Behavior” - Part 1  
Tuesday, March 9, 2021, 10:05 - 11:05 a.m. PG. 17

“Foundations of Restorative Discipline: A Relational Approach to Building Community and Addressing Student Behavior” - Part 2  
Tuesday, March 9, 2021, 11:25 a.m. - 12:25 p.m. PG. 19



**Julia Gabor, MEd, kid-grit**

**Jeffrey Jordan, BA in Business, kid-grit**

“Raise Them Up” - Part 1  
Monday, March 8, 2021, 10:20 - 11:20 a.m. PG. 9

“Raise Them Up” - Part 2  
Monday, March 8, 2021, 11:40 a.m. - 12:40 p.m. PG. 12



# FEATURED PANELS

## Featured Panels

**“Breaking Barriers for Youth in Foster Care: Flipping the Script”**

*Monday, March 8, 2021, 11:40 a.m. - 12:40 p.m.*

PG. 11



**Taylor Draddy, MA**  
**Congressional Coalition**  
**on Adoption Institute**



**Willie Moore, Jr.**  
**The Wilflo Foundation**



**Demontea Thompson, MS**  
**Together We Inspire**



**Christopher Scott, MA**  
**Sun Scholars Inc.**



**Tanzy Kilcrease, EdD**  
**Bibb County**  
**Public Schools**



**Sara Wood, EdD**  
**Bibb County**  
**School System**

**“Mental Health Awareness Panel”**

*Monday, March 8, 2021, 2:00 p.m. - 3:00 p.m.*

PG. 13



**Vira Salzburn, MSM, CAPM,**  
**MSC TT**  
**Chatham County Safety Net**  
**Planning Council, Inc.**



**Richard Cleveland, PhD, LPC,**  
**NCC, ACS**  
**Georgia Southern University**



**Jennifer Perry, PhD, NCC,**  
**Georgia Southern University**

# AWARD RECIPIENTS

## Congratulations to our 2021 Ron Alt Service Award Recipient

Tune in for her recognition on Wednesday, March 10 at 8:30 a.m.



**Judge Lisa Colbert**  
Chatham County Juvenile Court

Serving since 2012 at the Chatham County Juvenile Court, Judge Colbert has worked tirelessly for hundreds of youth at risk. Rather than just taking the 'crime' and rendering judgment, Judge Colbert took each case holistically and supported providing much needed social services for the youth and their family versus basic incarceration. She played a critical and collaborative role in developing and implementing the business plan of The Front Porch, a multi-agency resource center that is open for youth and their families to access social services to assist them during difficult times. This much-needed resource resulted in a reduced number of youth that would have been sent to detention by half. She assumed the elected position of Chatham County Superior Court Judge earlier this year. She previously served in the Georgia Air National Guard for six years with the 283rd Combat Communications Squadron, achieving the rank of Staff Sergeant. Colbert has also served as an attorney at Alston & Bird and Charles Bell & Associates, as Staff Attorney at the Chapter 13 Bankruptcy Trustee's Office, as Staff Attorney in the Chatham County Superior Court and as Assistant County Attorney for Chatham County. Judge Colbert is a graduate of Groves High School and Savannah State College. She earned her Juris Doctorate at the University of Georgia School of Law. She and her husband, "EJ," have been married 26 years and have three daughters in college.

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## Congratulations to our 2021 High-Flying Schools!

Tune in for their recognition on Tuesday, March 9 at 8:30 a.m.



**CEDAR FOREST**  
ELEMENTARY SCHOOL

Cedar Forest Elementary from  
Fredericksburg, VA  
*Allison G. Langridge, Principal*



Reedy Creek Magnet Middle  
School from Cary, NC  
*H. Trent Evans, Principal*



Samuel E. Hubbard Elementary  
School from Forsyth, GA  
*John W. Johnston Jr., Principal*

## Monday, March 8

8:30 - 10:00 a.m.

**Welcome and Keynote Presentation***Mayor Van Johnson, Savannah, GA**Dr. Alisa Leckie and Dr. Taylor Norman, NYAR Conference Co-Chairs***GAME ON: Get Ready, Get Set... Get Going***Eric Rowles, MS, Leading To Change, Huntersville, NC*

Get ready for an opening unlike any other! THIS will be the kickoff that they will be talking about - with a showcase of a wide variety of hands-on, team and individual gaming apps that you can put into immediate use with your youth-serving programs. From the "Spinning Wheel of Names" to a \$1000 "Plinko Drop" and a WORLD PREMIERE trivia app that ALL attendees can play...you won't want to miss a moment. Bring your competitive spirit, your charged phone, and get ready for a great wake-up call, a kicking soundtrack, and an opportunity to be part of our historic opening session!

10:00 - 10:20 a.m.

**Session Change • Exhibitor Appointments**

10:20 - 11:20 a.m.

**Session 1 Breakouts****Black Girl Magic: Understanding Misunderstood Black Girls Through Therapeutic Relationship Building***Phylicia Anderson, LCSW, Black Girl Flo, Inc., Savannah, GA*

"Black Girl Magic" is a popular phrase that celebrates the beauty, power, and resiliency of Black womanhood. Just like "magic," our Black girls are often misunderstood and feared. Through implicit biases, stereotypes, and discrimination, many Black girls are unable to tap into their full potential. As change agents, it is our responsibility to break barriers and build therapeutic relationships with Black girls so they can tap into their magic!

**Pursue Your Purpose Not Your Dreams: Jay Z Did It and At-Risk Students Can Too***Joe Johnson, PhD, University of Denver, Pontiac, MI*

So many students have been conditioned to dream big and follow their dreams. What happens when students do everything they can to attain a dream but it never becomes a reality? Or what happens when they reach the so-called dream and it's not what they expected? This session is designed to inform educators to help at-risk students understand the difference between purpose and dreams, and to give educators a process called R4 to use with at-risk students struggling to become Life, College, and Career ready!

**Raise Them Up - Part 1***Julia Gabor, MEd, kid-grit, Redondo Beach, CA**Jeffrey Jordan, BA, kid-grit, Bayone, NJ*

In part one of this two-part series, the presenters will engage staff and address self-regulation in areas of mindfulness, healthy behaviors, tolerance and empathy, and digital/social consciousness. This workshop provides a brand-new approach to helping staff and students develop motivation, positive behavior, and resilience. They will provide team building and hands-on activities to implement in your organization as soon as tomorrow! SEL strategies are a powerful tool for helping young people and staff become culturally connected and allow them to have their own identities without judgment. This session provides myriad ways for staff to connect with each other as well as in the same ways as when they work with their students.





## **Life After 2020: Speaking to the Potential, Ability and Resilience in All Kids**

*Ashley Hunt, AA, The SPARK Initiative, Brandon, FL*

There is a SPARK within every human being, regardless of their circumstances, that cannot be damaged (yes even after 2020). This SPARK is the birthplace of resilience, well-being, commonsense, intelligence, solutions, creativity and innovation. This presentation will explore how, through a simple understanding of the mind, innate resilience is uncovered and the stress resistance needed to overcome trauma is naturally formed.



## **Maximizing Mathematics Learning Opportunities for ALL Students**

*Tashana Howse, PhD, Georgia Gwinnett College, Solution Tree, Lawrenceville, GA*

*Angela Williams, Literacy Instructional Coach, Broward County Schools, FL*

Every learner has potential! Through daily experiences their potential is sparked and realized. Maximizing learning opportunities in mathematics is key to engaging all learners. Come here how an African American female discovered herself through mathematics. This discovery allowed her to find her passion and purpose. This discovery can also be cultivated in a virtual environment; teachers must think outside the normal by creating opportunities where students are empowered and engaged through the mathematical practices.



## **Brave New World: Redefining How Prosecutors Engage and Address Youth-At-Risk**

*Hunter Taylor, JD, Riverside County District Attorney's Office, Riverside, CA*

*Evelyn Essenwanger, JD, Riverside County District Attorney's Office, Riverside, CA*

*William Welch, Outreach360, Los Angeles, CA*

Designed for law enforcement, educators, and all citizens working with youth-at-risk, this unique presentation details how prosecutors in one of the country's largest counties have reimagined how they address youth-at-risk of entering the criminal justice system by collaborating with schools, communities, and even ex-gang members and former drug addicts in order to prevent juvenile crime and adverse childhood experiences before they occur.



## **The World of Oneness**

*Anita Sanders, EdD, Gardner - Webb University, Boiling Springs, NC*

Using data derived from a real-time focus group experience, this session will address strategies for improving retention and recruitment of minority faculty members and students at institutions of higher education. This focus group consisted of alumni minority students from a rural university. The questions for this group were composed by faculty members trying to ascertain the perceptions of the minority students. The data collected provided answers to the proposed questions, but revealed information validating the experiences of other minority stakeholder groups and the impact to programs. Information from unfair expectations to feeling unchallenged were revealed. In addition, it will talk about how the Jackie Robinson syndrome transcends from the sports world to the classroom at all levels and can be challenged using the TIPS model. The world of oneness impacts the overall personal, professional, and academic experience.



## **Postsecondary Access for Rural Youth: Multiple Connections Strengthen Community Engagement**

*Travis West, MS, The Ohio State University, McArthur, OH*

Ohio State University Extension faculty provide multiple opportunities for rural Vinton County youth to be exposed to postsecondary options throughout their K-12 education. Extension's commitment to community engagement is highlighted by developing relationships between the schools and the university to deliver a consolidated approach to postsecondary awareness and understanding.



## **Myth, Power, and Justice: The Danger of a Single Story**

*Christen Clougherty, PhD, Nobis Project, Savannah, GA*

Novelist Chimamanda Ngozi Adichie warns that if we hear only a single story about a group, we risk a critical misunderstanding. In this workshop, learn to critically analyze assumptions and social consciousness of single stories and dominant narratives about our community partners. Engage in hands-on activities to explore this issue as it relates to human rights, race, poverty, and social justice. Leave with classroom examples and activities to take back to your classroom.

11:20 - 11:40 a.m.

**Session Change • Exhibitor Appointments**

11:40 a.m. - 12:40 p.m.

**Session 2 Breakouts****Breaking Barriers for Youth in Foster Care: Flipping the Script**

Moderator:

*Taylor Draddy, MA, Congressional Coalition on Adoption Institute, Washington, DC*

Panelists:

*Willie Moore, Jr., Celebrity Adoptee, St. Louis, MO**Demontea Thompson, MS, Together We Inspire, Los Angeles, CA**Christopher Scott, MA, Sun Scholars Inc., Hartford, CT**Tanzy Kilcrease, EdD, Bibb County Public Schools, Macon, GA**Sara Wood, EdD, Bibb County School System, Macon, GA*

Currently, there are over 400,000 children and youth in the U.S. foster care system. 125,000 of those children and youth are eligible for adoption and roughly 30,000 youth aged-out of the system last year. To us, educators, school systems, social workers, child welfare agencies, politicians, government leaders, community partners, religious leaders, and people with lived experiences in the foster care system must come together to break down the barriers and provide data driven and lived experience solutions that eliminate youth in care from repeating the cycle of poverty, abuse, neglect, incarceration. We must also put our best efforts forward to provide these children with support and stability that will lead them to a forever family.

**UBUNTU (I Am Because We Are): Using Professional Development Practices to Build Diversity, Equity and Inclusion in Teaching and Leading***LaMarr D. Shields, PhD, Cambio Group, Baltimore, MD*

In this interactive workshop, participants will explore what it means to teach and lead for equity within the current challenging contexts in which we all find ourselves. Dr. Shields will guide participants through a series of practical exercises to explore their emerging understanding of how equity work connects to other teaching and learning initiatives.

In addition, the facilitator will guide participants through a series of reflective questions to deepen their understanding of equity work and will give them tangible strategies that can be used immediately when engaging with their most vulnerable, underserved students. The professional learning tools highlighted in this session are specifically intended to develop leaders with an equity lens and mindset. Using an equity lens, leaders will actively work toward the creation of equitable practices, policies, and structures and will be equipped to help related education networks and communities—small and large—to do the same.

**De-Escalation Made Easy: A Common Sense Approach***Matt Eldridge, EdS, Certified Restraint Training, Hilham, TN*

Matt uses a common sense approach to de-escalating undesired / unwanted situations in the classroom. He will discuss many of the causes that lead to these unwanted situations. Oftentimes situations are magnified by the student's actions and others are unknowingly escalated by the teachers. Matt will discuss what we can do to lessen aggressive and dangerous situations.

**Raise Them Up - Part 2***Julia Gabor, MEd, kid-grit, Redondo Beach, CA**Jeffrey Jordan, BA, kid-grit, Bayone, NJ*

In part two of this two-part series, we will engage staff and address self-regulation in areas of mindfulness, healthy behaviors, tolerance and empathy, and digital/social consciousness. This workshop provides a brand-new approach to helping staff and students develop motivation, positive behavior, and resilience. They will provide team building and hands-on activities to implement in your organization as soon as tomorrow! SEL strategies are a powerful tool for helping young people and staff become culturally connected and allow them to have their own identities without judgment. This session provides myriad ways for staff to connect with each other as well as in the same ways as when they work with their students.

**And Restoration for All... Reimagining the In-School Suspension Model While Building a Culture of Reflective Students**

*Eric Rainey, MEd, Restorative Well/Monell Educational Training Consultants, LLC, High Point, NC  
Angela Monell, EdD, Guilford County Schools, High Point, NC*

In direct response to the traditional “In-school suspension”, Dr. Angela C. Monell envisioned and created a space where students can reflect, examine, and restore. With carefully selected staff, Social Emotional Learning practices, and a daily focus of introspection and restoration versus punishment, the idea is that students will be successful. By strategically selecting socially and emotionally centered educators, Restoration Station educates, advises, and supports students in the space and after they leave. Monell was meticulous in the creation of this two-staff model as it provides a “wrap-around” feel and students are not only seen in the space but are also provided with focused follow-up and coaching several days beyond their behavioral incident. Shortly after its inception, Monell upgraded the restoration station model with the implementation of restorative practices, guided by Eric Rainey, licensed trainer for the International Institute of Restorative Practices.

**Teaching So They Get It to “Got It!” - the Instructional Cha-Chas**

*LeAnn Nickelsen, MEd, Maximize Learning Inc., Solution Tree author, Duluth*

Merging neuroscience, formative assessment process and differentiation, Instructional Cha-Chas are four steps (chunk/chew/check/change) for planning and implementing lessons that prevent and close gaps in all subject areas and grades. You will get templates, tools, and strategies for teaching content so it's meaningful, for engaging students with high-impact thinking, and for examining and responding to daily student evidence so all students get it to “Got It!”.

**Let's Talk About It: Cyberbullying and Suicide**

*Kanessa Miller Doss, PhD, NCSP, NCC, Troy University, Montgomery, AL  
Sherrionda Crawford, PhD, LPC-S, NCC, Troy University, Auburn, AL*

The relationship between suicide and bullying, particularly cyberbullying is becoming of increased interest in schools. This presentation will introduce cyberbullying and suicidality as well as address the roles of school teachers, administrators, and school-based mental health professionals. The participants will discover evidence-based approaches to prevent bullying and suicide.

**The Youth Gun Violence and Voice Survey: The Classroom Experience**

*Diana Santangelo, PhD, United Way of Miami-Dade, Miami, FL*

Community violence surrounding children and youth affects a variety of developmental outcomes, including social-emotional, behavioral, physical, and cognitive domains. Adolescents who are exposed to continual community violence can respond with aggression, anxiety, behavioral issues, academic problems, and truancy. The purpose of this study was to develop and validate a survey instrument that measures the youth perspective of the classroom experience following the loss of a schoolmate due to homicide by firearm. Youth perspectives challenge normative perspectives and can critique common policies and practices, and such findings can inform instruction and policy.

**Using Music As a Teaching Tool to Teach Social Emotional Learning (SEL)**

*Pat McManus, Rock In Prevention, Des Moines, IA  
Christina Jensen, BA, Rock In Prevention, Des Moines, IA*

Music has been known to improve retention of topics and knowledge, and Social-Emotional Learning (SEL) is the foundation for academic achievement. Using music to teach helps students make an emotional connection, making it easier for students to gain knowledge on topics such as empathy, self-management, self-awareness, social awareness, relationship skills, and responsible decision making. Experience the use of music to teach SEL!





### Challenging Conversations About Race

*Douglas Reeves, PhD, Creative Leadership Solutions, Boston, MA*  
*Kenneth Williams, MS, Unfold the Soul, Inc, Sharpsburg, GA*

Talking about race is challenging. Research suggests that many educators and leaders either avoid the topic because they think it is “too political” or “too dangerous,” or they address issues of race in a simplistic manner. This presentation’s approach involves scenarios appropriate for K-12 students, faculty, community members, and parents. The presenters do not provide easy answers, but rather know that without challenging conversations, progress is impossible. This interactive presentation will engage every audience member with ideas, challenges, and success stories.

12:40 - 2:00 p.m.

### Break for Lunch

2:00 - 3:00 p.m.

### Session 3 Breakouts



### Intent vs. Impact: Acknowledging the Past to Build Trust with Black Youth We Serve for the Future

*Phylcia Anderson, LCSW, Black Girl Flo, Inc., Savannah, GA*

According to Harvard University’s Center on the Developing Child, “Every child who winds up doing well has had at least one stable and committed relationship with a supportive adult.” Unfortunately for Black children there are many barriers that prevent authentic, healing relationships to develop with adults who are supposed to help them. During this session, the presenter will explore the historical context and current barriers that affect Black children. Lastly, participants will learn strategies on how to overcome those barriers to best serve Black children therapeutically.



### Mental Health Awareness Panel

Panelists:

*Vira Salzburn, MSM, CAPM, MSC TT, Chatham County Safety Net Planning Council, Inc., Savannah, GA*  
*Richard Cleveland, PhD, LPC, NCC, ACS, Georgia Southern University, Statesboro, GA*  
*Jennifer Perry, PhD, NCC, Georgia Southern University, Statesboro, GA*

This panel will examine childhood and adolescent mental health. With suicide rates increasing and anxiety/depression diagnoses escalating, these panelists will share tools necessary for supporting youth’s emotional, psychological, and social well-being.



### Social-Emotional Learning and Wellness 4 Wounded Students

*Joe Hendershott, EdD, Hope 4 The Wounded, LLC, Columbus, OH*

Educators are looking to be resourced with a better understanding of the social-emotional needs of wounded children to reach them, teach them and avoid using ineffective strategies and consequences. As we navigate the various challenges in our world, it becomes even more paramount to draw upon doable, practitioner-developed strategies for keeping wounded children engaged in their educational settings to ensure academic and life success. In this session, the presenter will utilize the Hendershott Model 4 Reaching Wounded Students where they position students for hope, which makes their education relevant and promotes mental wellness.



### Youth and Trauma: The Hidden Impact of Grief and Loss

*Kiana Battle, PhD, LMSW, K Battle Consulting, Griffin, GA*

This presentation will expose the hidden impact of grief and loss, specific to youth and explore at-risk behaviors, trauma, mental health issues, issues of low self-concept, and many more. The presentation will also provide participants with best practice interventions through the lens of a trauma-informed approach for supporting youth impacted by grief and loss.



## **How Are You? Now, How Are You Really?**

*Jeff Rader, LCSW, Henry County School, McDonough, GA*

During the pandemic, the social work team at one high school began meeting weekly to determine the next steps in these chaotic and unsure times. They began checking in with each other on a deeper and more real level, stopping the fake and usual “How are you,” and starting to ask “How are you really?” This transformed their team from a great team of social workers to the cohesive, genuine, outstanding group they are today. During this session, the presenter will discuss the importance of connection and give examples and takeaways to help participants connect with their coworkers.



## **No Place For Hate**

*Gabrielle Brundidge, MEd, Hubert Middle School, SCCPSS, Savannah, GA*

No Place for Hate® is an initiative of the Anti-Defamation League offered free to schools. No Place For Hate® provides a unique framework to incorporate new and existing programs with one consistent message. No Place For Hate® can help your school foster a culture of respect and create a safe, bully-free learning environment for students at all grade levels.



## **Understanding the Traumatized Brain**

*Sam Marion, LCSW, Family Recovery of Southwest Georgia, Moultrie, GA*

*Elizabeth Marston, LCSW, Family Recovery of Southwest Georgia, Moultrie, GA*

Students who have experienced trauma are often in need of behavioral intervention due to challenging behaviors and reactivity. Understanding the body’s threat response system gives insight into these behaviors and allows for empathy within the interventions. This presentation will outline basic neuroscience theories, propose interventions focused on self-regulation, and demonstrate how adding basic elements to existing interventions can increase efficacy.



## **A Conversation with Colleagues: A Round Table Discussion on Working with Students Considered “At-Risk”**

*Reginald Carruth, MEd, LaVergne Middle School, Murfreesboro, TN*

This workshop will allow educators to collaborate with others and participate in an intentional extended discussion on working with students considered “at-risk” among a small group/peers. Discussions will include topics such as student engagement, creating a safe culture, managing behavior, promoting social and emotional learning, and building a positive relationship for students to excel. During the discussion, attendees will participate in layers of conversations where they can share or gain effective strategies among colleagues.



## **Building Rockets: Blueprints for the Thriving Classroom**

*Amy McDonald, MEd, Southeast Island School District, Thorne Bay, AK*

*David Pavish, Brightways Learning, Missoula, MT*

Put brain-based research into practice—it’s not rocket science! You can ensure meeting academic standards while valuing relationships to launch and grow thriving classroom ecosystems. New and reimagined tools, strategies, and skills will emerge through active learning and conversation. You will get to create your own blueprint to equip you for meeting your individual and classroom goals.



## **4-H Tech Changemakers Project: Empowering Teens and Serving Rural Communities**

*Kasey Bozeman, MS, University of Georgia, Athens, GA*

*Stephanie Skojac, BS, University of Georgia, Chatsworth, GA*

*Allie Griner, MPH, University of Georgia, Calhoun, GA*

*Caleb Millican, BS, University of Georgia, Ringgold, GA*

With over 23.4 million people lacking broadband internet access in the US, families and communities demonstrate struggles. Feeling secure and knowledgeable enough to adopt and use the technology is another challenge. Through the 4-H Tech Changemakers project, youth and adult teams taught digital literacy and safety skills to over 100 communities across America. This session will share how to implement a similar program in your community, regardless of your affiliation with 4-H programming.

**3:00 - 3:20 p.m.**      **Session Change • Exhibitor Appointments**

**3:20 - 3:35 p.m.**

**Keynote Presentation**

**Introduction of the Keynote Presentation**

*Dr. TaJuan Wilson, Office of Inclusive Excellence, Georgia Southern University*

**3:35 - 4:35 p.m.**

**The Task Behind the Mask: Innovative Strategies for Being Close at Heart With Our Youth While Practicing Social Distancing**

*Keith Brown, BA, 2020 Enterprises/I'm Possible Institute, Fayetteville, GA*

Covid-19 has turned the world upside down, and as youth and family advocates, we will help turn it right side up. While we are practicing social distancing it will be more crucial than ever we connect with our youth and their families whether on virtual platforms or via in person instruction and social-emotional learning. We must be willing to be “co-conspirators,” not just “allies,” for our youth, many of whom are living in the pandemics of poverty, systemic racism, and low expectations overall. In this presentation, attendees will learn the distinct differences between co-conspirators and allies, and why the latter, while noble, will not inspire the change needed to ensure equity and equality are afforded to all.

**4:35 - 5:35 p.m.**

**Meet Our Sponsors and Exhibitors**



## Tuesday, March 9

8:30 - 9:45 a.m.

**Welcome and Keynote Presentation****Recognition of the 2021 High Flying School Winners***Interim Dean Amy Heaston, College of Education, Georgia Southern University***Parenting Digital Natives: What's New, What's Now, What's Next?***Katie Greer, MS, KL Greer Consulting, Andover, MA*

In our new normal, kids are spending even more time communicating, learning and exploring online. This program will be filled with information directly from students and parents, addressing the current climate of our digital world. It's interactive, which allows the audience to be part of the program and get their questions answered, and will leave the audience feeling equipped to help the kids they work with, and/or their own kids, navigate this digital landscape in a balanced and healthy way.

9:45 - 10:05 a.m.

**Session Change • Exhibitor Appointments**

10:05 - 11:05 a.m.

**Session 4 Breakouts****Count Yourself In: Effectively Serving Students by Encouraging Daily School Attendance***Takeysha Lewis, EdS, MSE, Bibb County School District, Macon, GA**Curlandra Smith, EdS, MSE, Bibb County School District, Macon, GA*

Participants will focus on the importance of a holistic approach addressing chronic absenteeism through education, motivation, communication, and collaboration. Participants will be provided low-cost/no-cost strategies to bring awareness to regular, punctual school attendance. Knowledge/strategies will be provided to identify and address students with trends of school absenteeism, how to communicate with teachers, parents, students, and the "new age" family unit. The presenters will discuss approaches to attendance tracking and engagement when schools are learning in a virtual environment. They will also provide exciting, interactive experiences on initiatives and creative strategies for participants to leave with take-home practices to implement directly in the learning environment and in their community.

**Building for Equity: Centering Youth Voices in Intersectional Research***Kele Stewart, JD, University of Miami School of Law, Miami, FL**Deborah Perez, MS, University of Miami, Miami, FL**Wendy Cavendish, PhD, University of Miami, Miami, FL*

This presentation describes a research development process that considers the intersecting systems and practices impacting experiences of foster youth participating in First Star Academy—a transition support intervention program. The presenters will share their project's development related to youth outcomes (academic, social-emotional, self-determination and advocacy). The presenters will provide a step-by-step overview of their Theory of Change (ToC) framework for the project that centers on the multidimensional and cross-system experiences of youth, recognizing that youths' experiences in the child welfare and education systems cannot be separated from the historic structural racism that undergirds them, as well as action steps for equity-based researchers and practitioners.

**Mama, That's Not Helping***Timothy Allen, BS, Gilead Consulting Group, CEO, MA*

Parental involvement is one of the leading indicators of students' academic achievement. The lack of parental support or counter-productive parental participation often contributes to suspensions, expulsions, and truancy. This interactive seminar will provide participants with useful strategies that can be used to transform a problematic parent into a participating partner and help them understand the importance of their role in their children's academic success.



### **Foundations of Restorative Discipline: A Relational Approach to Building Community and Addressing Student Behavior - Part 1**

*Summer Pannell, PhD, CAA, Stephen F. Austin State University, Nacogdoches, TX*  
*Juliann McBrayer, EdD, Georgia Southern University, Statesboro, GA*

Restorative Discipline (RD) is a community process that seeks to address harm, needs, and obligations along with bringing people together to support one another. RD is a values-driven approach built on principles of interrelationships, respectful dialogue, and building relationships. Elements of RD create a safe space with non-hierarchical influences which allow people to speak without interruption, encourage respectful listening and speaking, and provide the space for reflection. In part one of this two part series, this workshop will provide a fundamental knowledge base for RD and provide opportunities for participants to engage in RD practices.



### **Advancing Mental Health and Well-Being in Schools Using Data**

*Suniya Luthar, PhD, Authentic Connections, Tempe, AZ*  
*Nina Kumar, BA, Authentic Connections, Cambridge, MA*

As the COVID pandemic disrupted school communities, addressing mental health concerns has become a top priority; to be effective, interventions must be guided by rigorous data on challenges and opportunities within each school, specifically. Learn more about the most important, modifiable aspects of life that can be used to foster well-being, and understand how to promote best practices among underrepresented groups within your own community.



### **Structured Flexibility**

*Rachel DeVore, BSEd, Bethlehem Center, Chattanooga, TN*  
*Grace Miller, MSSW, Bethlehem Center, Chattanooga, TN*  
*Morgan Reeves, BSW, Bethlehem Center, Chattanooga, TN*  
*Evan Roan, BSW, Bethlehem Center, Chattanooga, TN*

Social-Emotional Learning (SEL) has in recent years become widely recognized among schools, after-school programs and other care facilities as an important aspect of programming. However, do we as educators know how to practically implement SEL and other interpersonal education into curriculums in a way that makes sense for our resources and populations? In this presentation, the presenters will discuss how they implemented SEL skills and practices into their after-school program concerning students who come from hard places.



### **Communication and Self-Care in Times of Stress**

*Sam Marion, LCSW, Family Recovery of Southwest Georgia, Moultrie, GA*  
*Elizabeth Marston, LCSW, Family Recovery of Southwest Georgia, Moultrie, GA*

Students who have experienced trauma are often in need of behavioral intervention due to challenging behaviors and reactivity. Understanding the body's threat response system gives insight into these behaviors and allows for empathy within the interventions. This presentation will outline basic neuroscience theories, propose interventions focused on self-regulation, and demonstrate how adding basic elements to existing interventions can increase efficacy.



### **Unveiling the Mask: Commercial Sexual Exploitation of Children and Exploring Its Impact in Schools**

*Teshaunda Hannor-Walker, PhD, LPC, NCC, CPCS, Liberty University, Albany, GA*  
*Sarah Kitchens, PhD, LAPC, NCC, Liberty University, Lynchburg, VA*  
*Lacey Ricks, PhD, Liberty University, Lynchburg, VA*

With Georgia becoming a hotspot for human trafficking, school professionals having a better understanding of the trauma that surrounds victims of the commercial sexual exploitation of children and its impact on their academic, behavior, and self-identity is crucial. Schools having awareness of how to identify victims and provide the appropriate resources, crisis interventions, and/or preventive practices are equally important in protecting our youth from sex-trafficking and further sexual trauma.



### **The I's Don't Have It Because My Kids Do!**

Charlie Frazier, PhD, Claxton Middle School, Claxton, GA  
Tanita McDowell, EdS, Claxton Middle School, Claxton, GA

The professional development program, "The I's don't have it because my kids do!", is an instructional model whereby practical principles of transforming culture constantly evolve and are adapted according to the needs of the students being served. The R & S Model presents a practical opportunity for educators to develop and build meaningful relationships with students while fostering a self-motivated learning environment.

**11:05 - 11:25 a.m. Session Change • Exhibitor Appointments**

**11:25 a.m. - 12:25 p.m. Session 5 Breakouts**



### **At-Risk Professionals Working with At-Risk Youth: Discovering Your Sweet Spot**

Joe Johnson, PhD, University of Denver, Pontiac, MI

Working with At-Risk youth can be challenging, frustrating, and very disappointing to professionals who are working outside of their "sweet spot." Many professionals fall victim to a belief that "having a heart" for the At-Risk population is enough to create impact. This session is designed for professionals that are burned or burning out, searching for their "sweet spot" within the At-Risk youth career field, or ready to discover and leverage their skills and strengths for traditional or non-traditional opportunities.



### **Humanity in the Black**

Marion Pugh, EdD, Georgia Southern University/Manhood Mindset, Statesboro, GA

What does the Eugenics Movement have to do with education? Are specific groups not considered human beings in law? Participants will be challenged to investigate the various abstractions, barriers and pipelines to prison (risk-producing machines) that affect the learning environment and beyond. Participants will discuss and examine the historical use of categories and labels that were intended to injure and defraud specific groups. The "legal" descriptions of specific groups have been intentionally used in the school system to put certain youth at risk. Once these risk-producing abstractions are identified, participants will be able to understand the purpose of the categories and will be able to effectively create a personal code of conduct that will counter the assault on the humanity of students, parents, teachers and administrators.



### **Exploring Life Satisfaction with the kid-grit Holistic Wellness Wheel**

Julia Gabor, MEd, kid-grit, Redondo Beach, CA  
Jeffrey Jordan, BA, kid-grit, Bayonne, NJ

If there was ever a time for self-care—it is now! This interactive session will help you examine your own health and wellness in order to find balance and energy to support youth. Using the kid-grit Holistic Wellness Wheel™, the presenters will examine the CASEL framework and five additional strategies that will support you in and out of the workplace. You will walk away with an action plan that will support you and be used with your students.



### **Foundations of Restorative Discipline: A Relational Approach to Building Community and Addressing Student Behavior - Part 2**

Summer Pannell, PhD, CAA, Stephen F. Austin State University, Nacogdoches, TX  
Juliann McBrayer, EdD, Georgia Southern University, Statesboro, GA

Restorative Discipline (RD) is a community process that seeks to address harm, needs, and obligations along with bringing people together to support one another. RD is a values-driven approach built on principles of interrelationships, respectful dialogue, and building relationships. Elements of RD create a safe space with non-hierarchical influences which allow people to speak without interruption, encourage respectful listening and speaking, and provide the space for reflection. In part two of this two-part series, this workshop will provide a fundamental knowledge base for RD and provide opportunities for participants to engage in RD practices.



### **The Minority Report**

*Hotep, MBA, Hustle University, DeKalb, GA*

Anxiety, fear and depression are at an all-time high due to the Covid-19 pandemic. Add the current state of racial and political unrest in our country and it is understandable why so many people are suffering from the various forms of crisis fatigue. Despite inequities in low-income and minority communities, some schools are thriving. The stakeholders demonstrate resilience, grit and positivity. By summarizing an incredible amount of qualitative and quantitative data on what works in schools (and what doesn't), this presentation shares 10 years of real-world research from a unique African-American perspective.



### **No Matter Where We Started From: Setting High Expectations and Providing Strategic Supports for Our Highest-Risk Youth and Families**

*Marina V. Gillmore, EdD, The Cambio Group, Redlands, CA*

*Bettye Blaize, The Cambio Group, Baltimore, MD*

According to the Annie E. Casey Foundation, "African American youth are nearly five times as likely to be confined as their white peers. Latino and American Indian youth are between two and three times as likely to be confined. The disparities in youth confinement rates reflect a system that treats youth of color, particularly African Americans and Latinos, more punitively than similar white youth." Research also supports the need for more comprehensive, holistic, and long-range programs to ensure that youth who are at high-risk of incarceration and who re-enter schools and communities after incarceration are able to be successful not only academically, but also socially and emotionally. This interactive workshop will take a critically reflective look at this core need and will address the question of how we can collectively engage multiple stakeholders, including families and community members, around holistic and comprehensive practices and programs serving high-risk youth at risk of and/or currently incarcerated. Using foundational principles from the fields of equity pedagogy, restorative justice and social-emotional learning, this workshop will particularly focus on strategies to meet the needs of some of our most disenfranchised, underserved, and at-risk youth.



### **A Holistic Approach to Positive Youth Development for Youth-At-Risk: Utilizing Land Grant University Resources**

*Jazmin Thomas, MPA, City of Perry, Perry, GA*

*Crystal Perry, PhD, University of Georgia, Americus, GA*

*Phillip Petway, MPH, Fort Valley State University, Fort Valley, GA*

The presenters will share information on Extension resources from Land Grant Universities that are available to educators. 4-H Youth programs are easily accessible to help meet the needs of youth for positive development. Participants will learn delivery methods of different 4-H programs, the essential elements that drive the purpose of programming, and the benefits of 4-H programming for at-risk youth populations.



### **Identifying Red Flags and Risk Factors of Child Sex Trafficking among Runaway and Incurable Children in South Carolina**

*Sydney Arsenault, BSW, University of South Carolina, Columbia, SC*

Sex trafficking is severely oppressing children in South Carolina, in part due to the difficulty in identifying victim and potential victims. This presentation reveals findings of red flags and risk factors identified from the analysis of runaway and incorrigible incident reports collected from local law enforcement agencies in South Carolina. Applications of the findings will be discussed.



### **Recruitment and Retention of Students with Disabilities in Extracurricular STEM Activities**

*Karin Fisher, PhD, Georgia Southern University, Statesboro, GA*

*Peggy Shannon-Baker, PhD, Georgia Southern University, Statesboro, GA*

*Kayla Fitzgibbons, BS, Georgia Southern University, Statesboro, GA*

*Kania Greer, EdD, Georgia Southern University, Statesboro, GA*

*Barbara Serianni, PhD, Georgia Southern University, Savannah, GA*

This presentation will share the research and data the team has collected through two studies on SWD and informal STEM learning environments. The presenters will examine why SWD does not participate in extracurricular STEM activities and what can be done by teachers and club sponsors to mitigate these barriers.



### Preparing to Be a Professional

Alexandria Griner, MPH, University of Georgia, Calhoun, GA  
Abbie Salmon, MAEE, University of Georgia, Rome, GA

This presentation will cover a series of lessons created by University of Georgia faculty to teach youth basic professionalism skills. These lessons provide simple guidelines and practical activities for all youth to learn to present themselves to others as a professional.



### Connection Matters: Amplify the Strengths in Your Community Through Connection!

Amy McDonald, MEd, Southeast Island School District, Thorne Bay, AK  
David Pavish, Brightways Learning, Missoula, MT

When youth and adults develop healthy connections, the impact sends positive ripples throughout schools and communities. These connections build webs of support that take youth from where they are to where they want to be in life. Learn a practical, easy-to-implement framework and language that will change the trajectory of students in the home, school, and in life.

12:25 - 1:40 p.m.

**Break for Lunch**

1:40 - 2:40 p.m.

**Session 6 Breakouts**



### HELP! I am Quarantined with My Children and My Students: Self Care for Those Who Care for Others

LaMarr D. Shields, PhD, Cambio Group, Baltimore, MD

This interactive workshop sets the stage for participants to create an individualized annual self-care plan to foster life balance. The workshop provides an opportunity to learn in confidential, small-group discussions, and through hands-on participation. Professionals learn how to reimagine their daily routines and find ways to nurture and sustain themselves to build resiliency.



### Support and Wellness 4 the Wounded Educator

Dardi Hendershott, Hope 4 The Wounded, LLC, Columbus, OH

Educators face a vastly different reality in today's classrooms than most were prepared for while earning their credentials. The tensions between their calling and the reality of their profession can create a growing sense of compassion fatigue. The need to incorporate effective self-care is essential in developing and sustaining a comprehensive approach to social emotional learning and wellness. This training provides a comprehensive, practitioner-based approach that attends to the overall wellness of educators on a personal level while also seeking to create safe professional environments where wounds are acknowledged and hope and healing are possible.



### Responding to the Epidemic of Student Stress and Anxiety

Leigh Beggs Colburn, EdS, The Centergy Project, Marietta, GA  
Linda Beggs, EdS, The Centergy Project, Marietta, GA

Many of our children are growing up in a reality of trauma, 2020 stressors, competitiveness, hyper-connectedness and over-exposure. As a result, there are a record-high number of students experiencing stress and anxiety. In this session, the presenters will explore current statistics, research, student voice and actionable ideas for how a school can best respond to the emotional needs of its students.





### **Georgia Youth ChalleNGe Program-A Life Saving Impact**

*David Bill, MPA, MS, Georgia Youth ChalleNGe Program, Milledgeville, GA*

The consequences of dropping out of high school can have serious, long-term repercussions not only for individuals, but for families, communities and society at large. The Georgia Youth ChalleNGe Program was created as a means to provide a positive future to those who believe that there is a better life if they would only make a decision to Rise to the ChalleNGe!

The Georgia Youth ChalleNGe Program is a voluntary alternative education program open to 16 to 18-year-olds who are behind academically or have already left school and who are looking for a way to change their lives through education, service to community, physical fitness and life skills training. This 22-week residential military-style, tuition-free program helps young people earn their GED, or High School diploma and offers pathways to enroll in college, enter the workforce or join the military.

Since 1993, Georgia has graduated over 17,700 young people from this program and over 50% have earned an academic credential, either a GED or High School diploma, that provided them the ticket to a more productive future.



### **Building Capacity for SEL Across a Large School District**

*Traci Wilke, EdS, St. Lucie Public Schools, Port St. Lucie, FL*  
*Cassey Chang, LCSW, St. Lucie Public Schools, Port St. Lucie, FL*  
*Christina Coppola, MSW, St. Lucie Public Schools, Port St. Lucie, FL*

Learn how a South Florida School system utilizes its Title IV dollars to create and maintain the state's first district SEL Department. Participants will explore the systemic approach St. Lucie Public Schools took to establish SEL as a prevention to mental health issues in 40 schools at the elementary, middle and high school levels. Implementation emphasizes three prongs of explicit instruction, instructional integration and infusion into school climate and culture.



### **The Restorative Path to School District Transformation**

*Louis Fletcher, PhD, School District 49, Colorado Springs, CO*  
*David Watson, School District 49, Falcon, CO*

The Director of Culture & Services and the Director of Safety & Security for a Colorado School district with 27,000 students will share strategies, techniques, and experiences, which have cultivated restorative practices (RP) in their district. The presenters will discuss the criticality of relying on proactive strategies (restorative practices mindset) versus defaulting to an overreliance on reactive techniques (restorative justice mindset), provide successful alternatives to traditional punishment, conduct a simulated restorative expulsion hearing, and highlight the district's partnership with both law enforcement and the court system in their community.



### **ACT to Save a Life: Evidence-Based Youth Suicide Prevention**

*Meghan Diamon, LCSW, MindWise Innovations, Dedham, MA*

This session will use SOS Signs of Suicide as an example of an evidence-based, universal prevention program for 10 to 18-year-olds. SOS uses video, classroom discussion and mental health screening to encourage students to ACT (Acknowledge, Care and Tell a trusted adult). Participants will learn about universal mental health screening and concrete strategies for training youth and adults in suicide prevention. The presenter will also discuss best practices developed and lessons learned from a year of virtual/hybrid suicide prevention training for youth.



### **New Thought on How an Understanding of Thought Prevents Violence**

*Stephanie Fox, MA, The Spark Initiative, Washington, DC*

*Ashley Hunt, AA, The Spark Initiative, Brandon, FL*

The Spark Initiative's work and research with youth at risk in schools, jails, and foster care has proven that a simple understanding of the mind has increased resilience, emotional regulation, impulse control, decision-making, problem-solving and communication skills, all critical to violence prevention. This presentation will explore how an understanding of the mind and thought could be the missing key to violence prevention at all levels—from violence against oneself to global terrorism and everything in between.



### **The Professional Development School Model: Strategies to Promote Equity and Success in High Needs Schools**

*Ellen Whitford, EdD, Georgia Southern University, Savannah, GA*

*Kathleen Crawford, EdD, Georgia Southern University, Statesboro, GA*

*Amanda Wall, PhD, Georgia Southern University, Statesboro, GA*

This session will describe how a Professional Development School (PDS) model can effectively support teacher preparation, teacher professional development, and research to meet the needs of at-risk students. Strategies for the establishment, implementation, and sustainability of PDS partnerships will be discussed. Examples will include both urban and rural schools.



### **Using Digital Storytelling for Teaching Science to African American Youth**

*Nile Stanley, PhD, University of North Florida, Jacksonville, FL*

*Steffani Fletcher, MEd, CAPF, Hope at Hand, Inc., Jacksonville, FL*

For five years, a unique, community partnership between the University of North Florida, Duval County Public Schools, Guardian Catholic School, and the Cummer Family Foundation has promoted innovative, multimodal science instruction for African American youth. The purpose of this session is for participants to learn how digital storytelling creates multiple paths to science literacy through creating digital media stories, culturally responsive songs, and raps to increase children's agency, motivation, and engagement in learning science.



### **How To Build An Effective Mentoring Program**

*Antoinette Dunstan, BA, The First Ladies Youth Leadership Foundation, Inc., Stockbridge, GA*

*Monica Seeley, EdS, Rockdale County Public Schools, Stockbridge, GA*

While few students have been sick with COVID-19, education disruptions and national social unrest have impacted the social emotional stability of 56.4 million children. One resource bridging the student, the family and the community is a multi-tiered mentorship program. School/community/faith-based mentorship programs effectively addressing disparities by integrating cultural awareness curricula build our rising leaders. Attend this workshop designed to show how this is done effectively.

**2:40 - 3:00 p.m.**

**Session Change • Exhibitor Appointments**

## 3:00 - 4:00 p.m.

## Session 7 Breakouts

**Taking Time to B.R.E.A.T.H.E.: Strategies for Personal and Professional Resilience**

*Joelle Hood, EdD, Thriving YOUiversity, Murrieta, CA*

*Janeen Antonelli, MEd, Thriving YOUiversity, Yorba Linda, CA*

Let's face it. Life is full of change and uncertainty and is pretty stressful right now for most of us. When students and staff experience chronic stress, it can negatively impact their motivation, performance, and well-being, which can then affect the morale and climate of the home, the classroom, the staff room, the organization, and the community. There couldn't be a more important time to focus on strengthening our well-being and resilience than right now.

Participants in this engaging workshop will walk away with simple research-based practices from the fields of mindfulness, positive psychology, emotional intelligence, and social psychology, that they can utilize with themselves, their teams, and their students to reduce stress and anxiety, improve attention and performance, and strengthen overall physical and psychological well-being. This transformational learning session provides an easy framework to give staff the understanding, motivation, and practices needed to work on becoming better humans, better educators, better leaders and better organizations.

**What Do You See When You Look at Me? A View Through Their Eyes**

*Bea Lewis, MS, BEAHIVE Education Consulting, Jacksonville, FL*

It is often said that "perception is reality", but the deeper question is "whose" reality. Despite our best efforts, there still exist challenging gaps in showing respect and courtesy to everyone, regardless of the differences. How do we do that? The mindfulness about how we perceive and are perceived in this session will be steeped with culturally congruent pedagogical practices. This engaging, fun and interactive, real, raw, and relevant session will challenge and show attendees how to examine those subtle struggles or obstacles that we all face when looking at our students, parents, colleagues and the hardest of all, at ourselves. They will reflect, reconsider and self-examine how their perceptions might influence their expectations for not only their students, but also their fellow teachers, parents, school & community and subsequently, the ways they teach. Participants will leave with individual and building-wide self-assessments and activities that can be used to create a positive climate and culture of intentionally promoting inclusivity and positive relationships.

**Aware, Accepting and Able: A Mindfulness-Based Approach Supporting P-12 Students through COVID-19**

*Richard Cleveland, PhD, LPC, NCC, ACS, Georgia Southern University, Statesboro, GA*

*Jennifer Perry, PhD, NCC, Georgia Southern University, Statesboro, GA*

In addition to the potential physical effects of COVID-19, students in P-12 may experience significant emotional and mental health effects. As p-12 systems continue to revise and alter COVID-19 responses, educators (teachers, school counselors, paraeducators, school psychologists, administrators) are looking for tools and resources to support students' social and emotional well-being. This session presents a mindfulness-based approach for supporting students. The session will provide a summary of students' responses to COVID-19, various P-12 responses, an introduction to mindfulness, and the Aware, Accepting, & Able framework. The presentation will incorporate dialogue between presenters and participants to provide a more rich learning environment.

**Room 2 Breathe: A Mindfulness Space for Self-Regulation to Help Improve Students' Outcomes in Schools**

*Chatelah Brown, LMSW, Atlanta Public Schools, Atlanta, GA*  
*Jacquelyn Anthony, EdD, Atlanta Public Schools, Atlanta, GA*

The presenters will share how developing a mindfulness/system sensory room in a non-traditional high school setting as an extension of student support can be associated with increased attendance in school, greater academic success, self-regulation, advocacy and improved classroom performance and behavior for all students.

This presentation will share specific concrete approaches and interventions that have been implemented with proven results in a non-traditional public high school. These interventions address the social/emotional needs of youth at risk of dropping out; consequently, keeping students on track to academic success and supporting students in understanding choices and consequences in their post-secondary life.

**More than a Trash Bag: The Journey of Life Before, During and After Foster Care and the Path to Resilience**

*Sara Wood, EdD, Bibb County School System, Macon, GA*

As practitioners, we are often in search of successful programs, anecdotes, cures, and solutions for everyday problems and challenges. This presentation will begin in the form of a story—a story of a real, in the human flesh person who came into the foster care system as a victim of abuse and neglect and left as a college graduate and continued her success as a social worker, child advocate, Statewide Youth Advisory Board Coordinator, and educator. Sara will share her strategies with supporting research for her personal success and resilience and how she models this success to young people.

**Can You Dig It? Excavating SEL Through the Arts**

*Gina Moore, LMSW, Crosswalk Ministries USA, Inc., McDonough, GA*

This session is directed toward practitioners with experience and/or interest in using creative exploration to uncover the power of the arts as tools for tweens and teens to excavate their social-emotional skills. This highly interactive workshop will offer practical strategies for building authentic relationships that foster a sense of community and an atmosphere of trust within the group using art and other creative activities. Participants will leave with their own unique artwork and written instructions to facilitate all the activities in their own programs.

**Suicidality Among Our Youth**

*Kendra Phoumivong, LCSW, Hillside, Inc., Savannah, GA*

This presentation will identify the need for all professionals to increase their knowledge and awareness of suicide rates among youth and assist with taking steps to clearly identify warning signs and how to respond if a suicidal event occurs.

**Integrating Volunteer Risk Management into All Aspects of Youth-Serving Organizations**

*Al Parker, PhD, University of Georgia, Athens, GA*  
*Keri Hobbs, MPA, University of Georgia, Athens, GA*

With the prevalence of child abuse stories in media, coming from youth-serving organizations, we must work to keep our children safe while in the custody of youth-building programs. This workshop will describe the importance of youth-serving volunteers and explain the need for risk management policies and procedures for adults. Volunteer recruitment, utilization, and retention, as well as screening, training, and disciplinary processes will be discussed.



### Changing The World With A Youth's Perspective

Tracy Robinson, EdS, Statesboro High School, Statesboro, GA  
Elijah Beniman, BPS, Statesboro High School, Statesboro, GA

Do you want to see youth in action? Come hear how a youth took his middle school experience and turned it into a county-wide initiative to prevent bullying. This is not just another club, it includes a three-year curriculum with certification, mentor program and a future youth summit. The partnership with Bulloch County's DFC will also be highlighted if you would like to increase your youth organization sector.



### Equity-Focused Literacy Leadership in Practice Through an American Library Association Collaborative Grant Initiative

Anne Katz, PhD, Georgia Southern University, Savannah, GA  
Vivian Bynoe, MLIS, Georgia Southern University, Savannah, GA

A reading professor and university librarian collaborated with a middle school literacy leadership group to read, discuss, and write about stories that explored questions of race, identity, history, and social justice through an American Library Association grant initiative. The titles were selected to inspire young people to consider "big questions" about the world around them and their place in it. Participating teens also took part in storytelling sessions with a local community leader.

4:00 - 4:15 p.m.

**Break**

4:15 - 5:00 p.m.

**Poster Session**

#### HIGH FLYING SCHOOL WINNERS

##### **Cedar Forest Elementary High Flying School**

Allison G. Langridge, Principal  
Holly Boone, Assistant Principal  
Sean Bellis, Administrative Intern

##### **Reedy Creek Magnet Middle High Flying School**

H. Tren Evans, Principal  
Christine Sachs, Magnet Coordinator  
Chontia Person, Social Worker

##### **Samuel E. Hubbard Elementary High Flying School**

John W. Johnston Jr., Principal  
MeQuanta McCord, EdD, Assistant Principal  
Thomas Yawn, Assistant Principal

#### RESEARCH POSTERS

##### **Counseling Techniques for Working with At-Risk Youth in Residential Settings**

A. Michelle G. Scott, MSW, LISW-CP(S), Lander University, Greenville, SC  
David Scott, PhD, Walden University, Clemson, SC

##### **Keeping Our Students Safe: Examining Perceptions of Crisis Frequency and Preparedness of Educators in a Statewide Online Charter School**

Katherine Fallon, Georgia Southern University, Statesboro, GA  
Juliann McBrayer, EdD, Georgia Southern University, Statesboro, GA  
Dawn Tysinger, PhD, Georgia Southern University, Statesboro, GA  
Jeffrey Tysinger, PhD, Georgia Southern University, Statesboro, GA  
Terry Diamanduros, PhD, Georgia Southern University, Statesboro, GA

##### **Systematic Literature Review: Substance Use Prevention Programs in High Schools**

Allarie Coleman, MA, The University of New Mexico, Albuquerque, NM



PRACTITIONER POSTERS

**Dougherty County 4-H Agricultural Field Day**

*Jazmin Thomas, City of Perry, Perry, GA*

**Nurse Role Models: Assisting High School Students in Developing a Nursing Identity**

*Nine Trocky, DNP, RN, NE-BC, CNE, University of Maryland, Baltimore, MD*

*Linda Aveni Murray, DNP, CRNP-Ped, Director of RN to BSN, University of Maryland, Baltimore, MD*

**Addressing Classism in Secondary Education: Enhancing Student Outcomes**

*Lacey Ricks, PhD, Liberty University, Lynchburg, VA*

*Teshaunda Hannon-Walker, PhD, LPC, NCC, CPCS, Liberty University, Albany, GA*

*Sarah Kitchens, PhD, LAPC, NCC, Liberty University, Lynchburg, VA*

**Culturally-Inspired Expertise Professional Learning Committee**

*Debra Wright, PhD, Dothan City Schools, Dothan, AL*



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**Wednesday, March 10****8:30 - 9:45 a.m.****Welcome and Keynote Presentation***President Kyle Marrero, Georgia Southern University, Statesboro, GA***Recognition of the 2021 Ron Alt Recipient: Judge Lisa Colbert***Paula Kreissler, Healthy Savannah, Savannah, GA***EducaSUN: Replenishing Our Spirits and Advancing Justice***Rajni Shankar-Brown, PhD, Stetson University, DeLand, FL*

Taking care of ourselves is an essential part of taking care of others. The wellness of educators and youth service providers plays a significant role in advancing equity and academic excellence for children and adolescents. Mitigating the prevalence and intensity of compassion fatigue and traumatic stress is imperative to creating safe, healthy, inclusive, and empowering educational environments. Internationally renowned social justice scholar-educator, author, and activist, Dr. Rajni Shankar-Brown illustrates that we must actively embrace, practice, and prioritize radical self-care as we work to dismantle persistent social inequalities and the growing opportunity gap. Promoting collective wellbeing is essential to addressing equity issues impacting our youth. Through a deeper understanding of the intersectional complexities of poverty in juxtaposition with multiple dimensions of wellness, Dr. Shankar-Brown invites us to collectively create what she calls EducaSUN. Grounded in social justice research and healing-centered engagement, this presentation invites us to engage in critical reflection, exploration, and discovery to increase positive impact in our increasingly diverse schools and communities. By intentionally practicing radical self-care, we can replenish our spirits and further our efforts in advancing educational justice!

**9:45 - 10:05 a.m.****Session Change • Exhibitor Appointments****10:05 - 11:05 a.m.****Session 8 Breakouts****Colorism and COVID: Using SEL to Combat the Invisible Traumas!***Teshaunda Hannor-Walker, PhD, LPC, NCC, CPCS, Liberty University/WHW, LLC, Albany, GA**Jacque' Walker, EdS, Worth County Schools/WHW, LLC, Albany, GA*

A school's culture and climate are essential to the emotional health of all students—particularly students of color. Schools are in a challenging dichotomy with having to adjust to the new normal that COVID presents while also unmasking the racial barriers that can impact students of color. Many schools seem unsure how to bridge the emotional and academic gap for marginalized students and even more uncertain about how to address students in mental distress due to COVID, which disproportionately impacts minorities. Social Emotional Learning (SEL) as a framework can help schools combat the trauma associated with both Colorism and COVID.

**What if? The Power of Grace & Science: Supporting Every Learner Every Day***Tammy Pawloski, PhD, Francis Marion University, Florence, SC*

Teaching with 'grace' and high expectations can co-exist! Learn three choices that inform hundreds of teacher moves every day and how those decisions can immediately change the brain and impact the success trajectory for students. Explore high-impact educator moves that matter most, and take away specific, budget-neutral resources to begin this work immediately—either face-to-face or in a distance setting.



### **Pornography: Social, Emotional and Mental Implications Among Adolescents**

*Kelly Canady, LMSW, Dublin City Schools, Dublin, GA*

This presentation will explain the historical development of pornography. It will highlight four segments: 1- Pornography's impact on brain development of reward pathways, ultimately increasing the appetite for more. 2- Pornography can be a false substitute for real intimacy, resulting in decreased sexual satisfaction with a real person and increased verbal and physical aggression. 3- Pornography promotes sex trafficking, promotes multiple sex partners and reduced STD prevention. 4- A review of interventions available to assist clients in navigating a lifestyle away from pornography.



### **The Walking Classroom in Virtual, Hybrid and Socially Distanced In-Person Settings**

*Laura Fenn, MEd, The Walking Classroom Institute, Chapel Hill, NC*

Walking while listening to educational podcasts is a powerful, engaging, screen-free experience for students. The Walking Classroom capitalizes on the favorable link between exercise and cognitive function. Students walk while listening to the same standards-aligned, kid-friendly podcast on topics including language arts, social studies and science. This approach is great for all students and is particularly effective for those with learning differences, reading problems and attention challenges. Attendees will learn about the many benefits of The Walking Classroom program, how the content is delivered and results of UNC Chapel Hill research assessments.



### **Schoolwide Strategies to Scale Up SEL and Trauma Informed Practices**

*Gastriid Harrigan, EdD, Broward County Public Schools, Pompano Beach, FL*

*Fanya Jabouin-Monday, DMFT, Broward County Public Schools, Pompano Beach, FL*

This presentation will provide participants with strategies to energize, recharge, and upgrade their Social Emotional Learning (SEL) and trauma-informed practices to better meet the needs of the 21st Century learner. Participants will be exposed to researched-based strategies, methods, and techniques to scale up their SEL initiatives. They will also learn ways to incorporate trauma-informed practices into their school culture and classroom routines.



### **How CMPD Community Engagement Reduced Juvenile Arrest, RED, and STPP**

*Cara Evans-Patterson, BA, Charlotte-Mecklenburg Police Department, Charlotte, NC*

*Ryan Botzenmayer, BA, Charlotte-Mecklenburg Police Department, Charlotte, NC*

*Bruce Edwards, BA, Charlotte-Mecklenburg Police Department, Charlotte, NC*

*LeBraun Evans, BA, Charlotte-Mecklenburg Police Department, Charlotte, NC*

*David McCallum, BS, Charlotte-Mecklenburg Police Department, Charlotte, NC*

*Micheal Nguyen, BA, Charlotte-Mecklenburg Police Department, Charlotte, NC*

The Charlotte-Mecklenburg Police Department goes above and beyond policing and has implemented programming that educates young people on how to make better decisions and offers them life-changing experiences and positive interactions with law enforcement. These programs have resulted in lowering adolescent arrest, racial and ethnic disparities, and school-to-prison pipeline.



### **Leadership Begins With Self-Leadership**

*Louis Warren, PhD, East Carolina University, Greenville, NC*

Positions of leadership influences the various stakeholders within their settings. These positions of leadership make a difference, especially to those youth-at-risk in their growth and achievement. This presentation focuses on the importance of leaders possessing strong self-leadership and its influence on youth-at-risk.



### Connecting Families and Continued Learning Through COVID-19

Michael O'Neal, Parent University, Savannah, GA  
 Tameka Tribble, MAT, Parent University, Savannah, GA  
 Gertrude Robinson, Parent University, Savannah, GA  
 Johnnye W. Rogers, Child Care Resource & Referral, Savannah, GA

For 20+ years in Savannah, Georgia, Parent University has successfully enhanced the ability of families to create an environment in which learning thrives for both children and parents. When the pandemic closed schools and disrupted normal programming, Parent University immediately pivoted to online programming to continue connecting families with relevant education, resources and support throughout this time of need. The pandemic also exposed a huge gap in technology and education. Therefore, Parent University is working to close that gap with our new Tech College at Parent University.



### Mobilizing Rural Communities to Create Systemic Changes to Reduce Health Disparities

Al Parker, PhD, University of Georgia, Athens, GA

USG institutions are creating strategies to enhance community capacity in addressing health inequities, "closing the gap" between suggested optimal development models and helping prepare a visioning master plan in rural communities.



### The School Wellness Wheel: Re-Configuring Schools to Become Healing and Resiliency Centered Organizations

Michael Ruyle, EdD, Marzano Resources/Solution Tree, Centennial, CO  
 Crystal Green-Braswell, EdS, Little Rock School District, Little Rock, AK

Join a lively, engaging, and interactive discussion focused on how the three constructs of mastery-based schooling-trauma competent principles, and culturally responsive teaching-are the vital, foundational pieces for true, substantive evolution in schools. The session will consist of content presentation, real-world examples, group activities, discussion opportunities among participants, and question/answer time with presenters.

11:05 - 11:25 a.m.

Session Change • Exhibitor Appointments

11:25 a.m. - 12:25 p.m.

Session 9 Breakouts



### More Good Days: Brain-Based Learning for Staff and Student Success

Joelle Hood, EdD, Thriving YOUiversity, Murrieta, CA  
 Janeen Antonelli, MEd, Thriving YOUiversity, Yorba Linda, CA

Let's face it, teaching is hard. The struggle is real. Some days, stress is so high for both students and staff, it seems like no-one is ready to engage in learning.

Wouldn't it be great if you could cultivate the climate in your classroom so that both you and students are excited to be there? Are you wondering what you can do to create a culture where students want to learn and behave in a way that makes your classroom primed for connection, engagement, and learning?

In this highly engaging session, participants will walk away with key ideas about the neuroscience of belonging and behavior, and research-based strategies to help themselves and students learn how to identify and calm their emotions, focus their attention and strengthen their self-management skills. Additionally, participants will learn that language matters and how the words we use can impact student behavior and achievement. Practicing connection before correction, participants will learn simple yet powerful strategies to be "warm demanders"-educators that offer their students a balance of high expectations and boundaries with warmth, support, and acceptance. Walking out of the session, participants will have tools and strategies to empower both themselves and students to create more good days in the classroom.

**Closing Gaps by Opening Spaces: A Conversation on Equity Design in Reimagined Schools**

*Derrick Butler, EdS, Savannah-Chatham County Public Schools, Savannah, GA*

While schools worked to reopen their school spaces safely and slowly in the COVID-19 pandemic era, schools were tasked with unequivocally and urgently opening their support spaces to provide access and equitable opportunities for students. Through strategic opening of “spaces,” schools close gaps and equity disparities. Participants will examine the significance of creating a culture of equity spaces, examine the significance of sustaining a culture of equity spaces, and evaluate existing structural capacities that allow for the design of equity spaces in our reimagined virtual and hybrid school spaces.

**Leaders Lead: Ending the Failing School Cycle**

*Hotep, MBA, Hustle University, DeKalb, GA*

When a school is identified as “failing” a very troubling series of events transpires. These events are consistent: at the district level, among principals, teachers and even parents and students. The impact of this phenomenon is predictable, cyclical, and therefore, only leads to more school failure. Add crisis fatigue due to COVID-19 and racial/social unrest, and schools in low-income, minority communities are even more vulnerable than ever. We have identified and coined this national predicament, “The Failing School Cycle”. This presentation will share 10 years of case-studies with the actual principals who have ended the cycle in their schools.

**Using Mindfulness as a Trauma-Informed Approach**

*Amanda Johns, PhD, LPC-S, NCC, DCC, Nicholls State University, Thibodeaux, LA*

*Kristen Dickens, PhD, LPC, ACS, NCC, Georgia Southern University, Statesboro, GA*

*Syndie Best, BA, Georgia Southern University, Statesboro, GA*

Trauma exists on a continuum and affects individuals differently at various stages of life. Presenters will discuss the use of mindfulness as a trauma-informed approach when working with child and adolescent clients. Concepts of vicarious trauma and counselor burnout will also be addressed within the context of a mindful practice.

**Utilizing Art and Culture to Support the Success Sequence**

*Kelvin Walston, MA, The Hip Hop Institute, Atlanta, GA*

*Tarita Johnson, MSW, Wholistic Stress Control Institute, Atlanta, GA*

This presentation will demonstrate how Hip Hop and African American History are used as educational teaching tools in our evidence based program to promote social, emotional, and violence prevention skills. Explorations from the African diaspora, historical trauma, slavery, post traumatic slave syndrome to decoding and deconstructing hip hop elements all intersect to provide the basis of violence prevention, and more profoundly, social and emotional balance.

**The Power of Connection: A Therapeutic Approach to Utilizing Technology and Social Media to Build Attachment**

*Tiffany Monk, LMFT, Cullman County Schools, Cullman, AL*

*Shalandra Whaley, MS, LPC, Cullman County Schools, Cullman, AL*

This session will explore how technology has become enmeshed in many aspects of daily life and elaborate on how to use technology and social media to foster healthy attachment in the classroom setting. Educators and helping professionals will also learn the safety implications and self-care that must be applied to lessen the negative effects of technology use.





### **Resilience Can Be Taught: 10 Strategies Proven to Motivate Any Student**

*Christian Moore, LCSW, WhyTry, Provo, UT*

Resilience is something we are all born with—from the homeless person on the street to the Harvard business grad. Most of us—including many of our schools' struggling students—just haven't learned how to access what's already inside of them. In this presentation, participants will learn about the vital skills of resilience found in WhyTry Founder Christian Moore's book, "The Resilience Breakthrough: 27 Tools for Turning Adversity into Action." This engaging presentation will empower you to deliver these skills to students of any background and learning style, enabling them to thrive not only in school, but in life.



### **Finding Balance in a Plugged in World**

*Sarah Kitchens, PhD, LAPC, NCC, Liberty University, Lynchburg, VA*

*Teshaunda Hannor-Walker, PhD, LPC, NCC, CPCS, Liberty University, Albany, GA*

*Lacey Ricks, PhD, Liberty University, Lynchburg, VA*

Technology and social media have many benefits; however, the overuse of technology and social media have many negative implications. This session will suggest interventions school counselors implement to help parents, teachers, and students seek to create healthy, sustainable balance between technology and social media. Come find out how to find balance in a plugged in world!



### **The ACCESS Framework: Bridging the Achievement GAP by Fostering Equitable Learning Environments**

*Randy Bumpers, MS, University of South Alabama, Mobile, AL*

*Chelsia Douglas, BA, University of South Alabama, Mobile, AL*

The Giving Access to the People (GAP) Project is a subsidiary of the Foundation for Access of Education Equity. It is a K-12 educational program that provides students at-risk with high quality educational opportunities. Using the ACCESS Framework (Ask, Collect, Connect, Educate, Simulate, Support), the program helps students plan for their future by developing financial literacy, personal wellness, personal leadership, and college & career readiness.



### **Expect to Win: Bridging the Millennial Gap By Engaging and Empowering Challenging Students, Parents, and Staff**

*Lamar Thomas, EdS, Delta Innovative School, Quitman, GA*

Education generations are constantly changing and each generation creates its own challenges. Schools have to adjust and create strategies to meet the generational challenges for students, staff, and parents. Attend this session to learn strategies and ideas to help meet the needs of the new millennial while creating a positive environment for students, staff and parents.

**12:25 - 1:40 p.m.**

**Break for Lunch**

**1:40 - 2:40 p.m.**

**Session 10 Breakouts**



### **Helping Children of Trauma Feel and Experience a Sense of Hope in Their Lives**

*Jamie Like, BS, Henderson County Schools, Henderson, KY*

The presentation defines complex trauma and looks at it from the lens of a child who experienced multiple instances of trauma across numerous settings but also had exposure to a number of protective factors. The presentation explores national and state data regarding abuse and neglect, ACE's and how complex trauma changes a child's view of the world often leading to the development of poor coping skills, difficulty managing emotions and having difficulty imagining their lives ever being better. The presentation concludes with the idea that having a high ACE score does not "doom" a child to poor lifelong outcomes.

**Leading in the Midst of a STORM**

*Cary E. Holman, EdD, LaVergne Middle School, Rutherford County Schools, LaVergne, TN*

The ability to offer solid instruction and guidance for all stakeholders is paramount for leadership. This workshop will capture the value of ensuring stakeholders embrace the power of positive thinking, calm reactions, and the need to be proactive when “STORMS” arise. Administrators, supervisors, teachers, and parents have the responsibility to help children prepare for certain and uncertain activities. Though often viewed as devastating, STORMS offer a time for unity and newness.

**The Poverty Simulation: A Necessary Experience for Teachers**

*LindaAnn McCall, EdD, Georgia Southern University, Savannah, GA*

*Jackie Ogden, CFCS, University of Georgia, Savannah, GA*

Presenters will highlight the impact of implementing a Poverty Simulation with new and experienced teacher populations. Participants will leave with tips and strategies for implementing their own Poverty Simulation.

**The Art of Giving a \$#!T: A Memoir and Guidebook for Urban Educators**

*Queinnise Miller, PhD, Houston, TX*

With the constant pressure of high-stakes testing and high achievement standards, the climate of a school can be compromised. This session will focus on specific strategies and techniques that can be implemented to create a positive school climate while at the same time enhancing student academic achievement. Participants will walk away with ideas that they can immediately implement in their schools.

**Fostering Resilience in a Trauma-Sensitive Classroom**

*Kathy Perez, EdD, St. Mary's College, Moraga, CA*

It is vital that educators understand the pervasiveness of trauma in student populations and create new strategies and considerations for educating these students. Increased awareness of how trauma affects performance and behavior allows educators to develop a trauma-informed approach, in order to create a safe and accessible learning environment where students can succeed.

**Courageous Conversations: Understanding and Facilitating Difficult Dialogues on Racial and Gender Realities for Educators and Administrators**

*Summer Pannell, PhD, CAA, Stephen F. Austin State University, Nacogdoches, TX*

*Brian Uriegas, EdD, Stephen F. Austin State University, Nacogdoches, TX*

This session will explore the clash of racial and gender realities in our schools and the negative impacts on students and staff. Participants will understand the three types of microaggressions and examine the harmful impacts of each on the school community. Participants will also explore strategies for handling microaggressions when they occur, facilitating difficult dialogues, and the principles of racism reduction to foster a culturally inclusive and anti-racist school community.

**Together Yet Different: Youth Resilience Building Strategies Post-Pandemic**

*Frank Kros, MSW, JD, Kros Learning Group, Fallston, MD*

To meet the dramatic needs our youth will bring as a result of COVID-19, youth-serving professionals can prepare by boosting their resilience building skills. This workshop will equip adults to meet the social/emotional needs youth will bring when we regroup in our restructured post-pandemic programs. Learn strategies to dramatically increase youth resilience to help youth heal, grow, learn, and thrive. You'll expand your toolbox with concrete strategies for building resilience in the complex post COVID19 context. These modern tools will show you how to reconnect, calm, provide clear direction, manage boundaries, and instill hope with your youth.



### Brain-Based Coronavirus Trauma Resolution

*Darleen Wodzinski, MS ESE, MA CMHC, QPPE, PhD, LPC, NCC, Orchard Human Services, Inc., College Park, GA*

Children and youth are experiencing significant anxiety and distress as a result of the multivariate negative factors associated with the Coronavirus pandemic. Many of the symptoms being exhibited are the result of trauma associated with the pandemic, social isolation, and online learning. Explore brain-based strategies to help children and youth resolve trauma symptoms based upon recent findings in the areas of polyvagal theory, epigenetic phenomenon, and neuroplasticity.



### No Shame, No Blame, No Judgment: A New Take on Bullying Prevention

*David Pavish, Brightways Learning, Missoula, MT*

*Amy McDonald, MEd, Southeast Island School District, Thorne Bay, AK*

Many methods for bullying prevention are “band-aids” to a deeper, root cause that will resurface. Bullying prevention efforts should be spent to support the social-emotional and mental health of the bully. The presenters will interactively explore the reasons youth show bullying behavior and some of the researched strategies that can better address each of those individual student’s needs.



### Preying for Money: Predatory Schools False Promise to Students Who Are Experiencing Homelessness

*Nichole Murray, PhD, Covenant House Georgia and One Degree Hire, Atlanta, GA*

For-profit institutions often target people of color, people with low incomes, and people experiencing homelessness, leaving them with high student debt, undervalued credits, and limited job placement. As the demand for credentials increases, predatory schools continue to defraud students with attractive but deceptive higher education promises. This session reveals students’ experiences at predatorial for-profit institutions, how to help students avoid these institutions and credible options for post-secondary education.



### Using a Community Farmer’s Market to Engage Students From an Alternative School

*Eric Hogan, PhD, Georgia Southern University, Savannah, GA*

*Sean Forbes, PhD, Auburn University, Auburn, AL*

This presentation discusses the experiences of students from an alternative school while working at a summer-long farmer’s market. Participants will learn how school/community partnerships were fostered. Further, the presenters will share how students from an alternative school learned about food systems. Finally, the presenters will share how this project impacted student growth, as well as the researchers’ growth.

2:40 - 3:00 p.m.

**Session Change • Exhibitor Appointments**

3:00 - 4:00 p.m.

**Session 11 Breakouts**



### Stop Beating Around The Bush And Get to the Root! An Examination of How Racist and Classist Structures Produce “At-Riskness” for Black Students

*Anthony Outler, PhD, Epic Empowerment Enterprises, Atlanta, GA*

It is no mystery that statistics related to school failure, suspension rates, dropout rates and every other indicator used to identify youth at-risk reveal that students of color—specifically African American males—are disproportionately represented. Despite legislation, school reforms, intervention programs, etc. these statistics remain the same, or worsen, year after year. This is due to a reluctance to address the root of the problem. How can we truly remedy the epidemic of Black student underachievement if we do not recognize, critique and dismantle the systemic classist and racist structures that perpetuate “at-riskness” for them? These structures are deeply embedded in the foundations of educational policy and practice. In this session, participants will examine the forces that reproduce inequities and discuss strategies for empowering themselves to be champions for social justice and educating their students to be scholar change agents committed to the transformation of their communities.

**Self I Care: From Surviving to Thriving**

Keith Brown, BA, 2020 Enterprises/I'm Possible Institute, Fayetteville, GA  
Jessica Houston, PhD, LMSW, 2020 Enterprises, Fayetteville, GA

In this Engaging Serenity Filled Session, Keith L. Brown and Dr. Jessica Houston, LMSW will provide strategies that go beyond Self Care. While Self Care focuses on, "Taking steps to improve one's own personal health and well-being," "Self I Care," focuses on ways in which to diligently practice self-care without feelings of guilt or remorse for doing so. This training delivers tangible wellness tools using a fun and interactive approach. Everyone will leave with practical tools and strategies that can be implemented immediately.

**Unleashing Creativity: Using the Arts to Empower Change**

Mandy Goodwin Noa, LCSW, Cobb County School District, Scottdale, GA  
Laura Shaw, MTS, Paint Love, Scottdale, GA

Art expands the imagination and imagination determines how we order and interact with the world. As Bessel Van Der Kolk said trauma "robs the imagination of the ability to create something better." For young people, creative expression is a powerful tool in healing. It is a way of harnessing emotions for healthy exploration. Through this presentation, learn to implement a Trauma-Informed Art Model and how to incorporate mindfulness and emotional regulation in creating. Attendees will learn over 30+ creative projects, with virtual modifications, for immediate application (no art experience needed) and to empower specific conversations.

**A Road Map to Restorative Practices That Are Practical and Effective**

Derrick Bailey, MEd, Lovinggood Middle School, Powder Springs, GA

Restorative practices provide students an opportunity to become active participants in their social and emotional learning. The restorative process should not be a one size fits all approach. Traditional consequences alone is not enough to address the needs of our students. In this presentation, participants will learn how to systemically utilize practical restorative practices in a way that best benefits your school or organization. Participants will walk away with tangible strategies to get them started right away.

**Responding to Resistance: Leveraging Conflict-Stronger Leadership**

William Sommers, PhD, Learning Omnivores, Austin, TX

Does anyone think conflict and resistance will be going down any time soon? Responding to Resistance: 30 Ways to Manage Conflict, is an accumulation of years of acquiring strategies to manage and leverage conflict.. What I am offering is saving you time and adding to the knowledge and skills to deal more effectively with colleagues, students, parents, and community. Learning from outside education has increased my repertoire of actions that I could apply to schools.

**Collaborative Learning as a Tool for Belongingness, Equitable Practice, Differentiation and Racial Literacy**

Katie Dineen, MEd, Princeton Public Schools, Princeton, NJ

Collaborative learning can be a tool for fostering belongingness in a classroom community, expanding equitable practices, and differentiating instruction. This workshop aims to encourage educators to create more opportunities for collaboration in their practice through exploration of the benefits of collaborative learning.



### **Optimizing Underserved Youth's Potential by Building Community Partnerships Through Poetry and Art**

*Nile Stanley, PhD, University of North Florida, Jacksonville, FL*  
*Steffani Fletcher, MEd, CAPF, Hope at Hand, Jacksonville, FL*

For ten years, a unique, award-winning community partnership between the University of North Florida and Hope at Hand, a non-profit, has contributed to the impact of arts-based teaching and learning opportunities for increasing mental health. The purpose of this session is to discuss how mental health providers (community, school, criminal justice) can leverage community partnerships and use therapeutic art and poetry lessons in area schools, homeless shelters, detention and disability centers to help youth recognize and overcome circumstances that limit their successful participation in society.



### **Encouraging Diversity, Equity, Inclusion and Resilience Through Literature for Girls**

*Cassandra Campbell, BA, Girl Scouts of Historic Georgia, Savannah, GA*

The year 2020 has been a very challenging year, with a global pandemic, social unrest, violence and a mandatory shut down. This session aims to develop a greater understanding of empathy, happiness and promote self-esteem. The takeaway from this presentation will help deal with girls self-esteem through self talk, positive thinking, help with building friends and how to be a friend.



### **Leading for Equity: 8 Steps to Creating and Sustaining Equitable Best Practices in Your School/Program**

*Marina V. Gillmore, EdD, The Cambio Group, Redlands, CA*

Through a framework that focuses on the equity domains of school/program environment, curriculum, teaching and learning, assessment, structures, and partnerships, this workshop will support school/program leaders in creating a customized equity roadmap with evidence-based best practices to reduce opportunity gaps for student groups that have been disenfranchised/traditionally marginalized. School/program leaders will leave the session with an 8-step framework for building out/improving their equity plans, tailoring resources to align with other site/district initiatives and building capacity and sustainability across all areas of their schools/programs.



### **Re/Imagining Culturally Responsive Educational Practices (CREP) and Implementing CREP to Meet The Needs of Diverse Student Populations**

*Rena' Glass-Dixon, PhD, LCSW, Streams of Life Counseling and Educational Services, LLC, Conyers, GA*  
*Shelbie Dixon-Brown, EdD, Streams of Life Counseling and Educational Services, LLC, Conyers, GA*

The aim of this interactive workshop for educators and administrators is to promote cultural awareness and reflect on the impact that our own cultural influences have on the teaching and learning process. This interactive session will also allow professional educators and leaders to apply culturally informed practices to foster positive school climate, learning and academic achievement relevant to a widely diverse student population. The workshop strives to encourage dialogue between educators, administrators and interdisciplinary/inter-agency team members through the application of evidence-based practices for the development of a deeper understanding of ourselves and how our views impact on students' academic achievement, social and emotional skills, safety, mental and physical health.

**4:05 - 4:30 p.m.**

### **Closing Remarks**





See you next year at the  
**National Youth Advisory and  
Resilience Conference**  
March 6-9, 2022